



HANDOUT	TITLE
O-1	Every Child Reads Literacy Training Agreement
O-2	Transparency Notes: Overview Module
O-3	Training Overview: Modules, Principles, and Strategies
O-4	Emerging Literacy: Linking Social Competence and Learning

SPECIAL INSTRUCTIONS FOR PRINTING HANDOUTS TO PHOTOCOPY

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Every Child Reads 3-5

Literacy Training Agreement

Participant Workshop Requirements

- Attend all workshop sessions
- Plan lessons and activities with a peer partner ('practice pal'); observe your peer partner
- Practice the strategies with your children between sessions
- Complete homework assignments and return them to the trainer

If you are willing to meet these requirements to the best of your ability, please sign this form and return it to the trainer.

Participant's Name _____ Date _____





Every Child Reads 3-5
 Literacy Training



WELCOME!

- Name
- Where you work
- What you do
- Favorite book to read to 3- to 5-year-olds





Ground Rules / Guidelines

- Begin and end on time
- One person speaks at a time
- Be open to the ideas and viewpoints of others
- Listen to the person who is speaking
- NO extended sidebar conversations
- Do homework to be effective in meetings
- Have fun!

3-5 yrs OVERVIEW Every Child Reads

Training Requirements

YOU MUST

- Attend all workshop sessions
- Plan and practice the strategies with your peer partner ('practice pal')
- Complete homework assignments and return them to the Trainer



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3-5 yrs OVERVIEW Every Child Reads

Goal of ECR 3-5 Initiative

- To expand the capacity of early care and education systems (including early childhood care and education providers) to promote language, reading, and writing to enhance literacy development of children, birth to kindergarten

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3-5 yrs OVERVIEW Every Child Reads

Outcomes

- Increase percentage of children entering kindergarten ready to read
- Decrease number of referrals to specialized services in language, reading, and writing by third grade

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3-5 yrs OVERVIEW Every Child Reads

Training Overview

- Modules: Three primary areas of Every Child Reads 3-5 Training
 - Language
 - Reading
 - Writing
- Principles
 - Key concepts or guides to teaching
- Strategies
 - What you do to teach children

LEARNING THE "HOW" OF TEACHING • 11





Training Overview

Modules, Principles, Strategies

Language Module

Principle 1

Children need to have many experiences to develop background knowledge and language skills

Strategy

Provide a variety of meaningful experiences using daily routines or planned experiences

Principle 2

Children need frequent opportunities to talk about their experiences and ideas using words, phrases, and sentences

Strategy

Talk with children before, during, or after an experience or activity

- Use sentences to match children's understanding
- Provide children with time to talk
- Engage children in conversation
 - 1) Make comments or statements
 - 2) Ask questions
 - 3) Respond and add new information to children's comments and questions

Principle 3

Children need to learn and use new vocabulary or words continuously

Strategy

Indirectly teach vocabulary by introducing or reinforcing a variety of words or concepts to expand children's conversation



Training Overview

Modules, Principles, Strategies

Reading Module

Principle 1

Children need to interact with books

Strategies

Select appropriate books

- Match children's skills and interests
- Non-fiction and fiction
- Predictable books

BEFORE reading

- Read title, author, and illustrator's names
- Predict what will happen in the story
- Preview the story
- Directly teach new vocabulary words
- Connect the story to real-life experiences
- Give children a reason to listen

DURING reading

- Point to pictures that are meaningful to story
- Make predictions
- Ask questions
- Answer children's questions

AFTER reading

- Ask guided story questions
- Use sentence completion
- Relate to children's experiences

Principle 2

Children need to practice retelling stories from books

Strategies

Model retelling stories from books

Provide story retelling opportunities

- Use prompts, props, or cues with young children
- Allow children to retell stories on their own, once in a while

Principle 3

Children must be aware that spoken language is made up of words, parts of words, and sounds in words

Strategies

Awareness of words (3 years of age)

- Rhyming
- Sentence completion

Awareness of parts of words (4 years of age)

- Segmenting words: taking words apart
- Blending words: putting words together

Awareness of sounds in words (5 years of age)

- Focus on same/different sounds
- Alliteration



Training Overview

Modules, Principles, Strategies

Writing Module

Principle 1

Children need to develop an awareness of print

Strategies

Structure the environment to encourage children's awareness of print

- Use labels, lists, signs, and charts

Point to and read meaningful print aloud to children

- Connect words to meaningful experiences, such as daily routines or special events in or outside of child setting

Principle 2

Children need to develop fine motor hand skills for writing

Strategies

Provide a variety of small manipulative objects and activities for children to develop fine motor skills

- In-hand manipulation: primary focus of small motor skill development

Model and demonstrate fine motor hand skills

- Sensorimotor: developing various grasps
- Scribbling: beginning skill that leads to writing
- Writing first letters: experimenting with lines and shapes

Principle 3

Children need to engage in meaningful writing experiences

Strategies

Provide materials for writing

- Writing area: wealth of writing materials, writing accessories

Structure play areas and activities to encourage writing

- Include writing (literacy) props in play areas

Model and explain writing tasks, interact with children, make suggestions, offer encouragement!

- Demonstrate writing has a real purpose in daily activities
- Model writing in daily events and routines
- Call attention to what has been written



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From Cooing to Conventional Reading and Writing

Stage 1

I communicate
through
reflexes

From birth to about 3 months, many newborns...

- Communicate reflexively through crying and other actions
- Cry in different ways, depending on what is needed (diaper change, food, company)
- Appear startled by loud noises
- Turn head toward familiar voices
- Show a preference for human voices and music
- Coo, gurgle, smile, and laugh to themselves
- Coo and smile back and forth with adults
- Smile upon hearing friendly voices
- Listen and respond to sounds and voices
- Start interactions with other people
- Enjoy listening to a favorite person read aloud

Adults can...

- Respond as if babies know the effect of their sounds and actions
- Smile and coo back at babies' smiles and coos to introduce the give and take of human communication
- Smile with and talk to babies so they know they are loved
- Recite rhymes and sing songs with babies
- Read aloud to babies

*Based in part on K. Eileen Allen and Lynn Marotz, *Developmental Profiles: Pre-birth Through Eight* (Albany, NY: Delmar Publishers, 1994), 39, 55-57, 63-64, 73-74, 80-81, 91-94, 99-102, 108-110, and Elaine Weitzman, *Learning Language and Loving It: A Guide to Promoting Children's Social and Language Development in Early Childhood Settings* (Toronto: The Hanen Centre, 1992), 49-65.



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Stage 2

I discover that
other people
are interesting

From about 3 to 8 months, many babies...

- Cry, make sounds, move their bodies, and use facial expressions to communicate (Example: wave arms when excited)
- May not know they can send direct messages to other people
- Understand nonverbal cues such as smiles even though they do not understand the meaning of spoken words
- Smile and frown
- Gurgles, growls, and squeals to themselves
- Respond to simple, familiar requests and their own names
- Respond to nonverbal cues such as pointing
- Begin babbling at six or seven months
- Repeat consonants and vowel sounds such as *mamama*
- Produce all the sounds found in their home language
- Use their senses to explore books
- Listen to rhymes and songs

Adults can...

- Continue using any of the above strategies that are still appropriate for this age group
- Interpret babies' communications and respond accordingly
- Play games such as peek-a-boo and make sounds back and forth
- Communicate with words and nonverbal cues (Example: point to the high chair and say, *Are you ready to eat?*)
- Use babies' names when talking with them
- Continue reading, talking, and singing with babies
- Provide cloth, soft vinyl, and/or cardboard books (expect that babies will put them in their mouths)



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Stage 3

I use gestures
to tell you
many things

From about 8 to 13 months, many babies...

- Understand that their sounds and actions cause others to respond
- Use gestures—pointing, shaking their heads, and looking back and forth at another person—to ask questions, make requests, seek attention, say *hello*, and get someone to pay attention to the same thing they are looking at
- Understand and respond to gestures, facial expressions, and changes in voice tone
- Understand the meaning of a few words
- Babble to themselves and other people
- Produce long strings of sounds that sound like real words; use some sounds as if they were words
- Imitate sounds made by other people
- Take turns while talking, playing, and singing with another person
- Use a finger and thumb to pick up object; hold and use toys and objects such as rattles, spoons, and large crayons; transfer objects from one hand to the other
- Enjoy looking at books and listening to stories with adults
- Turn pages in sturdy board, cloth, and vinyl books
- Begin to understand that objects and events pictured in books are the same as those in their own world

Adults can...

- Continue using any of the above strategies that are still appropriate for this age group
- Respond to babies' requests so they know they are loved and cared for
- Talk to babies about what they seem to be saying—*Do you want to sit in my lap? Let me lift you up so we can cuddle together.*
- Look at and name things with a baby (Example: hold a baby at the window to watch a truck go by)
- Continue using speech and gestures when talking with children or giving simple directions (Example: *Now, use the paper towel to wipe your other hand.*)
- Sing songs and play games that involve taking turns and handing objects back and forth
- Continue reading, talking, and singing with babies
- Provide books with easy-to-turn pages (expect that babies will put them in their mouths)
- Introduce large crayons and paper, and demonstrate how to use the crayons to make marks on paper
- Name the objects babies point to—*That's a banana. Do you want some banana?*



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Stage 4

I begin to talk

From about 12 to 18 months, many toddlers...

- Say a few words that refer to interesting people, things, and actions
- Use the same word to mean different things by varying the tone of their voices and adding gestures
- Point to pictures in books or to objects, upon request
- Continue to babble while learning to speak
- Use a single word to refer to a specific person or object (*bankie* means a blanket) or to refer to things with similar characteristics (*doggie* means all four-legged animals)
- Understand and respond to their own name, a few familiar words, and simple requests
- Repeat themselves or try a different approach if their communications do not get the desired response
- Like books about familiar objects, animals, people, and events
- Jump up to get an object like the one pictured in a book
- Enjoy bedtime reading sessions
- Scribble with crayons and markers

Adults can...

- Continue using any of the above strategies that are still appropriate for this age group
- Show excitement when toddlers learn new words
- Continue providing the names for objects and actions
- Respond to a toddler's one-word communication by stating it as a full sentence (Example: a child says, "*Mama*," while pointing at the door and tilting her head to one side. Her teacher responds, "*That's right. Your mama went to class. She'll be back soon.*")
- Congratulate toddlers when they follow directions— *Thank you for handing me the diaper.*
- Pay attention to toddlers to learn what they are trying to say (Be patient; it may take time to understand their communications.)
- Continue reading, talking, and signing with toddlers



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Stage 5

I speak in sentences

From about 18 to 24 months, many toddlers...

- Increase their vocabulary rapidly
- Make up new words to name objects and experiences
- Use two-word sentences such as, “Go out,” or “My puppy.”
- Use the same sentence to mean different things by varying their expression
- Use negatives (*no* and *not*) and question words (*Why? What? Where?*)
- Talk about the present and, as vocabulary and language skills increase, talk about past and future
- Understand and respond to many words, simple directions, and questions
- Take turns during brief conversations with adults
- Imitate words and gestures they hear and see
- Use broad arm movements to scribble on paper with crayons and markers
- Enjoy picture books and predictable books with words and phrases they can repeat
- Help turn the pages in books

Adults can...

- Continue using any of the above strategies that are still appropriate for this age group
- Talk to toddlers as much as possible (Describe what they are doing, what you are doing, what other children are doing.)
- Name objects, people, actions, and feelings
- Ask questions and make requests
- Give simple directions
- Let toddlers know you understand them by restating their words— *Yes, that is your puppy.*
- Answer toddlers’ questions (Remember that toddlers are trying to learn as much as they can about the world, and you are an important source of information.)
- Play games with toddlers by asking them to point to familiar people, toys, or body parts— *Where’s your nose? Where are your toes?*
- Choose books with repetitive words and phrases
- Read the same books again and again so toddlers can remember them
- Invite toddlers to join in while reading
- Store books on low, open shelves so toddlers can look at the books by themselves
- Provide nontoxic crayons and markers and large pieces of paper



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Stage 6

I speak
in longer
sentences

From about 24 to 36 months, many two-year-olds...

- Make three-word sentences by combining two-word sentences or adding new words
- Continue lengthening their sentences
- Recognize that a pause means it is their turn to talk
- Begin using prepositions (*in, on*), different forms of verbs, plurals (adding *s* to words), pronouns (*me, she, he*), articles (*the, a*), and conjunctions (*and*)
- May not use standard grammar
- Ask *Why?* and *What's that?* again and again
- Understand and use concept words such as *in/out, over/under, big/little, top/bottom*
- Talk out loud to guide or remind themselves
- Follow two-part directions
- Tell stories, use language in creative ways, and express their feelings in words
- Name the objects in picture books
- Follow a simple plot in a story book and join in while being read to
- Coordinate eye and hand movements (string large beads on laces) and gain small muscle skills
- Grasp crayons and markers in fist and scribble with greater control

Adults can...

- Continue using any of the above strategies that are still appropriate for this age group
- Hold longer and more complicated conversations with children
- Let children know you are interested in what they have to say
- Restate children's words using standard grammar (Example, if a child says, "*No want juice,*" say, "*You don't want any juice? That's okay. Would you like milk?*") (It is not necessary to correct children's mistakes. Children will master standard forms of grammar when they have had many opportunities to listen to and use language.)
- Listen to children's stories and encourage them to play with language, join them in making up silly words, and introduce nonsense rhymes
- Help children use words instead of aggression to tell others how they feel or what they want
- Read books about familiar experiences, such as taking a walk or getting ready for bed, and books that introduce new information and help children understand concepts
- Encourage children to make noises, turn pages, and repeat words, and ask children to tell you about the pictures on each page and predict what may happen next
- Offer a variety of books children can look at on their own
- Provide materials, such as small blocks and pegs and pegboards, that promote eye-hand coordination and small muscle skills
- Encourage children to dress and feed themselves
- Invite children to help prepare meals and snacks
- Store a good supply of paper, crayons, and markers within children's reach



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Stage 7

I have a lot to talk about

From about 3 to 4 years, many children...

- Expand vocabulary rapidly
- Speak in complex sentences using different parts of speech
- Learn to use pronouns (*I, you, he, she we, they*)
- Continue to learn about and apply rules of grammar without direct instruction from adults
- Learn to apply different forms of negative (*I didn't do it*)
- Make grammatical mistakes because they do not know the exceptions to the rules
- Add information to what someone says in a conversation
- Ask and answer simple questions
- Use language to think, learn, and play with others
- May call attention to self, comment on or point out objects or events, make requests, tell other what to do, make plans, describe experiences, and invent dramatic play scenarios
- Understand and use language to describe concepts such as *large/small, deep/shallow*
- Tell brief and sometimes confusing stories about something that just happened to them
- Talk about people and things not present
- Imagine what might happen in the future
- Recall past events and experiences
- Answer open-ended questions, such as "*What might happen if...*"
- Recite nursery rhymes, repeat fingerplays, and sing songs
- Listen attentively to stories with simple plots about characters and experiences they can identify with
- Like books with happy ending and lots of repetition
- Turn pages of book one at a time
- Retell familiar stories to self and others
- Hold a crayon or marker between first two fingers and thumb to draw shapes (May combine shapes to make new ones.)
- Copy squares, circles, and some letters
- Use scribble writing to imitate conventional writing
- Increase small muscle skills and eye-hand coordination
- Classify items primarily by color or size but also by design and shape

Adults can...

- Continue using any of the above strategies that are still appropriate for this age group
- Engage children in conversations to help them learn to take turns, allow others to speak, and stay on the topic
- Recognize mistakes as signs that a child is making sense of the rules of grammar
- Provide many opportunities for children to talk with each other and with adults about present, past, and future experiences and events
- Ask open-ended questions that can be answered in more than one way and that stretch children's thinking skills
- Offer stimulating dramatic play props and dress-up clothes
- Give children something to talk about—go on walks; visit the library, park, and other sites in the community; do errands and chores; and eat meals together
- Make comments and ask questions to help children add more information so their stories make sense
- Teach children rhymes, fingerplays, and songs from their families and cultures
- Have a regular storytime and read upon request the same books again and again and new ones
- Leave books where children can reach them so they can retell the stories in their own words
- Provide a variety of books in English and home languages that match children's skills and interests and reflect abilities, cultures, ethnic groups, and genders in positive ways
- Provide plenty of writing materials—paper, paint, brushes, crayons, and markers
- Continue encouraging development of self-help skills such as brushing teeth and zipping up clothes
- Offer play materials that build small muscles and increase eye-hand coordination
- Offer a variety of interesting and colorful toys and materials that children can sort and classify
- Place print that conveys meaning in English and children's home languages throughout the environment (labeled shelves and containers for toys and materials, calendars, schedules, signs, posters, food containers, junk mail, and bulletin boards)



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Stage 8

I discover
all forms of
language are
connected

From about 4 to 5 years, many children...

- Master many rules of grammar (prepositions, possessives, negative, and past tense)
- Converse with other children and adults in long, complex sentences and use words (*and, then, because, but*) to link ideas
- Change tone of voice and sentence structure to reflect the listener
- Refer to people, events, and things not present
- Tell long stories about real or imaginary experiences
- Enjoy word play and silly words
- Understand and talk about concepts such as *tallest/smallest, same/different, more/less*
- Understand and answer complex questions (*What would do if....? or How many different ways can you think of to?*)
- Sort, match, classify, and sequence objects, which contributes to their emerging literacy
- Like story books that have plots they can follow, humorous and imaginative characters and events, and colorful, detailed illustrations
- Like nonfiction books that provide information
- Retell familiar stories in their own words
- Can distinguish between drawing and writing
- Gain control of crayons, markers, and brushes
- Draw figures that represent people and then animals and other objects
- Reproduce some shapes and letters
- Begin to organize their writing (Example: by putting spaces between words)
- Learn about the relationship between speech and writing—print is talk written down
- Understand that pictures, numbers, words, and letters are symbols for real things and ideas
- Recognize a few whole words such as their names or words on signs such as *Stop* or *Exit*

Adults can...

- Continue using any of the above strategies that are still appropriate for this age group
- Involve children in activities (science, art, social studies, music, cooking) that stretch their thinking skills and give them things to talk about
- Use routines and chores as opportunities to talk about concepts and ideas
- Observe children's dramatic play and provide props to expand their play or take it in a new direction
- Invite children to invent and act out stories alone or with each other
- Use comparative words when talking with children: *Is that the tallest tree you've ever seen?* or *Which of these two glasses holds more water?*
- Ask open-ended questions that encourage children to think of many different possibilities when reading books, observing the results of an experiment, or talking about an imaginary situation
- Provide materials that encourage children to sort, match, classify, and sequence—lotto games, puzzles, cups of different sizes, shell or rock collections, a basket of buttons
- Offer a variety of books in English and children's home languages that match children's interests and skills and depict abilities, gender, ethnic groups, and cultures in positive ways
- Provide a wider variety of writing and drawing materials
- Write with children so they can learn how writing is used to convey information
- Write children's names and descriptions on their art work and record their stories in homemade books or on large pieces of paper
- Demonstrate through the environment, words, and actions how we use language skills every day
- Point out words on street signs, newspapers, notices in store windows, food packages, and coupons
- Use English and children's home languages on signs, labels, schedules, and so on